



Foster Park Elementary

901 Arthur Blvd.

Union, South Carolina

Grades	PK-5 Elementary School	
Enrollment	616 Students	
Principal	Barbara Palmer	864-429-1737
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Good
2006	Average	Good
2005	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

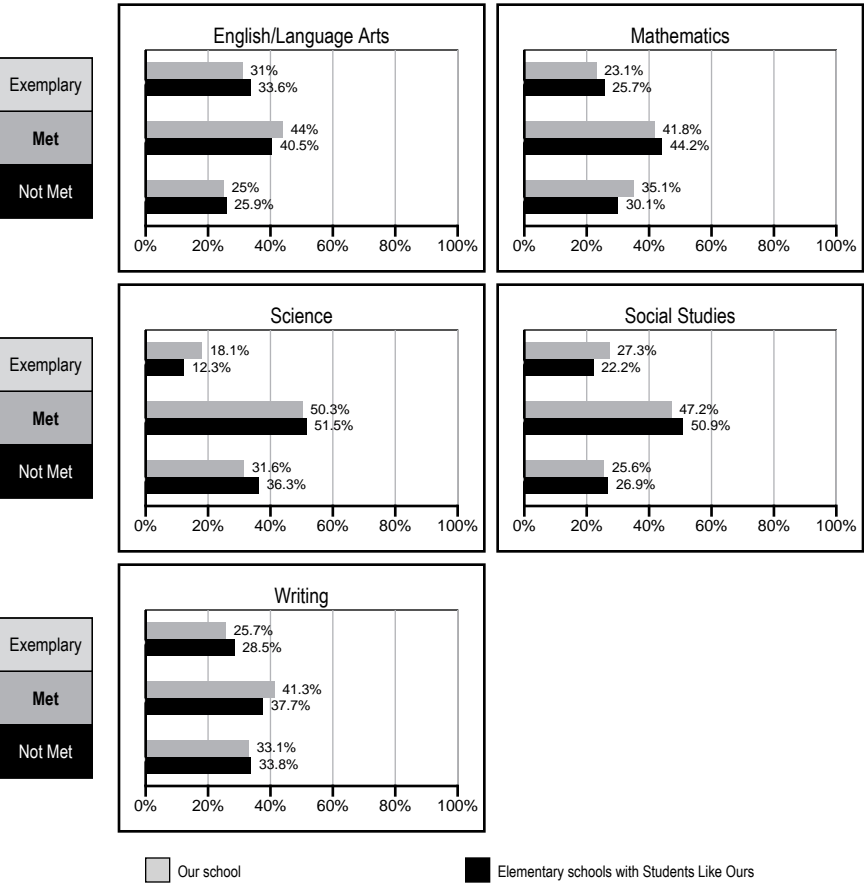
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	93	11	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=616)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.3%	Down from 5.6%	2.4%	1.9%
Attendance rate	96.1%	Up from 95.7%	96.2%	96.3%
Eligible for gifted and talented	6.3%	Up from 5.3%	8.6%	10.0%
With disabilities other than speech	10.4%	Up from 10.0%	9.2%	7.7%
Older than usual for grade	0.6%	Up from 0.5%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	56.8%	Down from 59.0%	59.7%	59.4%
Continuing contract teachers	81.8%	Up from 79.5%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 86.5%	86.5%	85.9%
Teacher attendance rate	94.3%	Down from 94.7%	95.0%	95.1%
Average teacher salary*	\$45,121	Up 2.1%	\$47,344	\$47,149
Professional development days/teacher	16.3 days	Up from 11.3 days	11.6 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.6 to 1	18.9 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,359	Up 10.3%	\$7,373	\$7,458
Percent of expenditures for instruction**	67.9%	Down from 68.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	64.3%	Down from 66.6%	61.5%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Foster Park Elementary School celebrated many successes this year. Our school maintained ABC Arts Status. We firmly believe that the whole child should be our focus.

Our school continues to recognize great reading and writing by setting school and individual goals. Our school once again received a RIF grant, and, as a result, Dollar General provided our school with books.

Our instructional staff members analyzed PACT scores by grade, class, and student to identify academic strengths and weaknesses. PACT analysis served as just one piece of information for planning instruction and providing individual student assistance. MAP testing, District Benchmarks, and pretests for Academy Classes were also used in differentiating instruction to meet the needs of our students. Forty-five-minute Academy Classes were formed this year to remediate and accelerate students based on individual needs. We continue to perfect our Pacing and Curriculum Guides.

In our changing world, our teachers realize the need for professional growth and are always seeking new and innovative teaching ideas. Our school had nine teachers to complete a year long Literacy Lessons Course.

Our school provides many ways of notification to parents and the community. We utilize the front marquis, monthly newsletters, agendas, local news stations and paper, and our new Alert Now System to advertise upcoming events and for offering congratulations. We invite all parents to attend our SIC meetings and Title I planning sessions. The State Report Card is sent out each year to highlight our achievements and challenges. Our school has maintained an absolute rating of average over the past four years and an improvement rating of good until this past year when it went to average.

Even in our poor economic times, our students and staff maintain a positive community spirit. They continue to give back to the community through numerous community projects such as Relay for Life, Jump Rope for the Heart, and March of Dimes. Our school continues to enforce our belief that "All Children Can Soar as Eagles."

Barbara Palmer - Principal
Margie Ruff - SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	28	95	46
Percent satisfied with learning environment	92.6%	76.8%	77.3%
Percent satisfied with social and physical environment	100.0%	78.5%	87.0%
Percent satisfied with school-home relations	88.5%	78.9%	88.9%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	280	100	24.8	43.7	31.5	83	78.2	82.8	Yes	Yes
Gender										
Male	142	100	27.7	40.1	32.1	80.3	75.5	79.3	N/A	N/A
Female	138	100	21.8	47.4	30.8	85.7	80.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	154	100	15	43.1	41.8	90.8	83.7	89.5	Yes	Yes
African American	124	100	38.3	44.3	17.4	72.2	69.5	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	50	100	53.1	36.7	10.2	57.1	52.5	52	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	208	100	30.3	46	23.7	78.8	73.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	280	100	34.8	41.9	23.3	77.4	77.2	78.9	Yes	Yes
Gender										
Male	142	100	35.8	38.7	25.5	77.4	76.8	77	N/A	N/A
Female	138	100	33.8	45.1	21.1	77.4	77.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	154	100	27.5	41.2	31.4	84.3	82.1	87.2	Yes	Yes
African American	124	100	45.2	42.6	12.2	67.8	69	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	50	100	75.5	14.3	10.2	44.9	51.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	208	100	38.9	44.4	16.7	72.2	72.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	184	100	31.5	50	18.5	68.5	61.9	67.5
Gender								
Male	91	100	27.3	52.3	20.5	72.7	63.3	67
Female	93	100	35.6	47.8	16.7	64.4	60.5	68
Racial/Ethnic Group								
White	102	100	17.8	57.4	24.8	82.2	70.5	79.5
African American	80	100	50.7	38.7	10.7	49.3	47.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	100	55.9	35.3	8.8	44.1	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	136	100	34.6	52.3	13.1	65.4	55.4	55.1

Social Studies

All Students	187	100	25.3	47.2	27.5	74.7	67.1	72.3
Gender								
Male	97	100	20.7	46.7	32.6	79.3	68.8	71.5
Female	90	100	30.2	47.7	22.1	69.8	65.2	73.2
Racial/Ethnic Group								
White	104	100	23.3	43.7	33	76.7	72.7	80.7
African American	82	100	28.4	51.4	20.3	71.6	57.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	33	100	59.4	28.1	12.5	40.6	41.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	140	100	28.2	49.6	22.1	71.8	61.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	281	98.6	32.8	41.4	25.7	67.2	61.1	70.2	96.1	95.6
Gender										
Male	142	97.2	38.1	43.3	18.7	61.9	55.5	63.2	96.1	95.5
Female	139	100	27.6	39.6	32.8	72.4	67	77.5	96.2	95.7
Racial/Ethnic Group										
White	155	98.7	23.7	46.1	30.3	76.3	68.4	79.1	95.3	95
African American	124	98.4	45.6	35.1	19.3	54.4	49.4	57.6	97.1	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.1	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.3	62.6	95.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	96.4	96
Disability Status										
Disabled	50	96	83	14.9	2.1	17	19.1	26.1	95.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	61.2	96.2	97.3
Socio-Economic Status										
Subsidized meals	209	98.1	40.3	41.8	17.9	59.7	53.1	58.9	95.9	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	26.9	37.6	35.5	73.1
	4	91	100	25.6	44.2	30.2	74.4
	5	95	100	22	49.5	28.6	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	36.6	34.4	29	63.4
	4	91	100	24.4	44.2	31.4	75.6
	5	95	100	42.9	47.3	9.9	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	40.4	38.3	21.3	59.6
	4	90	100	25.9	52.9	21.2	74.1
	5	47	100	32.6	56.5	10.9	67.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	48	100	14.9	44.7	40.4	85.1
	4	91	100	24.4	48.8	26.7	75.6
	5	48	100	37.8	46.7	15.6	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	35.9	35.9	28.3	64.1
	4	90	97.8	27.4	48.8	23.8	72.6
	5	97	99	34.8	40.2	25	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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